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ABSTRACT

Part of a global effort, this brochure was written to increase understanding of the threat nuclear war poses to children. Several issues are raised and briefly discussed, including (1) the present capacity for annihilating the next generation or ending human life on this planet, (2) the inadequacy of deterrence, (3) the suffering of children after the use of nuclear weapons on the populations of Hiroshima and Nagasaki, (4) the consequences of the use of present-day nuclear weapons, (5) the "arms race," (5) the use of words to make the production of nuclear weapons acceptable, (6) overcoming feelings of helplessness, and (7) actions that can be taken to prevent nuclear war. (RH)

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- Finally we acknowledge our debt to you, and to the millions of citizens of all nations with whom we now join in creating what Albert Einstein called "a chain reaction of awareness" – to free future generations from the threat of nuclear annihilation.

PARENTS AND TEACHERS FOR SOCIAL RESPONSIBILITY

April 1983

Open letter

I am a fortunate father. I have two healthy children. And when they were babies, I took care of them each afternoon.

There were feedings, fevers, dirty diapers and colds. The cutting of teeth. Chickenpox. But what I remember most is the old wicker rocking chair, pillow over the phone, a baby snoring softly on my shoulder.

I knew then, as I know now, what mothers have known for centuries – there is nothing in this world more important than caring for a child, and for children everywhere.

It was also in that chair that I began to ask a haunting question. What would I do to provide for these children if there were a nuclear war? Where would I turn for food, medicine, or perhaps for some pain-killing drug? What if we were separated? What then?

WHAT ABOUT THE CHILDREN? At first this question filled me with despair. There is nothing I can do, I thought. I tried to push the question aside. It would not go away.

I saw the question on the playground. I saw it climbing the fence. I saw it running in tears with a scrape on the knee. I saw it in the empty stroller by the apartment door. And at night the question crawled into my bed and took away my sleep.

As the weeks turned to months, I began to think that this question must have some purpose in dogging me as it did. So I took it to some friends. They told me that they had been asking the same question.

We formed a group. We took the question to the school. WHAT ABOUT THE CHILDREN? We took it to the State Department of Education. WHAT ABOUT THE CHILDREN? We took it to the Civil Defense Office. WHAT ABOUT THE CHILDREN?

Officials expressed concern, but were unable to tell us how children could be protected. We soon realized that there was only one way to assure safety for our children: make sure that nuclear war never occurs.

What would happen if millions of people all over this planet began to ask about the children? If governments, schools and other institutions were encouraged to face this question honestly and openly?

With your help, we can find out. And as we ask the question – of politicians, of military experts, of doctors, of teachers, of church people, of ourselves – we will renew our roots in the preservation and not the destruction of life on earth.

My children are no longer babies. Yet I carry one of their tiny baby shirts in my pocket as a symbol, a reminder – a small flag. I like to think it keeps the question warm.

Come, take this question in hand. I think we're going to turn this thing around – waving small flags.

Glenn W. Hawkes PARENTS AND TEACHERS FOR SOCIAL RESPONSIBILITY

Purpose

ur purpose is to stimulate global understanding about the threat that nuclear war poses to children. We are urging adults everywhere to take action now to ensure a future for the next generation.

We do not advocate any particular arms control proposal. We do not ask you to condemn any government or any system for the monstrous problem we face.

Rather, we ask that you be guided by one simple question: WHAT ABOUT THE CHILDREN? And we ask you to consider a number of specific steps we can take together.

Nature's first commandment

dult animals everywhere seek to ensure the health and safety of their offspring. In many species, parents will die defending their young. When a colony of ants is disrupted, the entire society scurries to save the eggs. Providing for the next generation is nature's first commandment.

Today, however, we are confronted by some startling facts. We have set the stage to annihilate the next generation, and perhaps all generations thereafter. This may not be what we intend to do, but it is what we are prepared to do.

With today's technology, a single bomb can release more explosive energy in a fraction of a second than has been released by all the explosives in all the wars of human history. Together, the United States and Soviet Union have over 40,000 nuclear weapons ready to unleash at a moment's notice. Other nations have another 1,000 or more. All of these numbers are growing alongside a grotesque assortment of chemical and biological weapons.

While nuclear weapons threaten everyone, they pose a special danger to children, babies, and infants in the womb. Radiation, the destructive by-product of nuclear technology, does its most devastating work in the developing cells of the young. This is a fact that governments have been slow to recognize and even slower to publicize.

Children are endangered in yet another way. Vast resources – human and material – are being diverted to produce mountains of arms. A billion children suffer needlessly from lack of food, water and medical care, as billions of dollars are spent on armaments. World military budgets far exceed levels which might be needed for real defense and security.

Can we do no better than this? Are we less attentive than the ants?

We take steps to immunize children from diseases. We warn them to be careful crossing the street. We tell them to brush their teeth. Why, then, do we allow children to be exposed to the possibility of nuclear annihilation?

Do more weapons make us more secure?

Throughout history, nations have sought security by gathering the most powerful weapons available. The greater the number of weapons, the greater the strength and security. Or so it seemed.

This is the basic idea of deterrence, as summed up in the ancient Roman precept: "If you want peace, prepare for war."

But does continued escalation of the arms race provide genuine and lasting security? Do you, for example, feel more secure as these weapons proliferate along with the number of nations possessing them?

Today the United States and the Soviet Union have most of the nuclear weapons. France, Great Britain, China and India have a smaller number. But other nations are scrambling to "catch up." Argentina, Brazil, Iraq, Israel, Libya, Pakistan, South Africa, South Korea and Taiwan all have the technological capacity to develop the bomb. Several of these nations may already have the bomb. As the nuclear club grows, security everywhere is diminished.

Nations are not the only problem. With more weapons in circulation and with the spread of nuclear weapons technology, it is almost certain that non-governmental groups will soon have these weapons in hand. A city can be leveled with one bomb carried in the trunk of a car.

Finally, as the numbers multiply, and as weapons become more accurate, we face the increased possibility of accidental war.

The arms race is like two kids standing in a room full of gasoline up to their knees. Both are collecting matches and thinking that the more matches they collect, the more secure they will be.

The new "first-strike" weapons are particularly dangerous. These missiles are so powerful and accurate that they can travel long distances and land on target. Land-based missiles, even deep in their hardened silos, are now vulnerable. These missiles could be destroyed in a first-strike, unless they were launched before the impact of incoming warheads.

What is the response to such a threat? A policy called Launch-On-Warning is already being developed by military planners in both the United States and the Soviet Union. Launch-On-Warning means that a nation launches its missiles as soon as computers give warning of an attack. By doing this, the targeted nation prevents its missiles from being destroyed on the ground.

But computers, as we know, make mistakes. Over the last few years computer warning systems have on several occasions indicated enemy attack when there was none. Luckily, there were a few critical minutes available to check and correct the errors, and thus avoid ordering a retaliatory launching.

"Improved" weapons, combined with the Launch-On-Warning policy, allow no time to double check. They create more hair-trigger conditions where hair-trigger conditions already prevail. We are moving toward a point where a simple computer error could bring about the war that nobody wants.

Deterrence may have worked for periods of time in the past. But today's weapons confront us with an entirely new set of risks. How long will we cling to the dangerous superstition that more of these weapons make us more secure?

Hiroshima and Nagasaki — what about the children?

Nuclear weapons have been used twice on human populations – on Hiroshima, August 6, 1945, and three days later on Nagasaki. While today's weapons are 50 to 1,200 times more powerful, it is instructive to review the effects of those first bombings. We are especially interested in what happened to the children.

The immediate effect, of course, was the instant incineration of many thousands of human beings. Thousands more died within days or weeks. And then there were the survivors.

Experts have studied both the short- and long-term impact of the Hiroshima-Nagasaki bombings. They tell us that the survivors who suffered most were babies, children, the aged, the sick and the handicapped. In short, those most in need of strong family support.

At the same time, families disintegrated. Key members died. Others were lost. Some, out of hopelessness, abandoned one another and wandered about as if in a dark dream.

It is reported that during the days following the bombings, some of the orphans placed signs in the rubble where their homes had stood. "Mother, where are you?" "Father, where are you?"

As we have noted, radiation most seriously damages cells that are actively growing and multiplying. It is particularly damaging to infants still in the womb. In Hiroshima and Nagasaki, many pregnant women suffered spontaneous miscarriages. Others delivered babies marked by a variety of physical and mental defects. For example, many babies were born with small heads and underdeveloped brains. Other abnormalities included cirrhosis of the liver, funnel chest and mongolism, to name but a few.

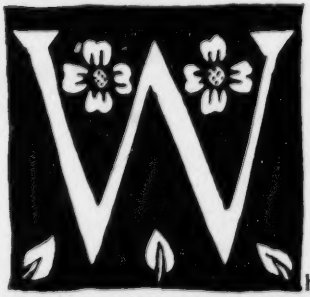
Children also contracted leukemia and other cancers. Strontium 90, often called a "bone seeker," was a by-product of the nuclear explosions. It contaminated milk and then made its way into the bones of children where it was stored like calcium. Months or years later, children developed leukemia.

Cancer of the thyroid was also common. Iodine 131, another radioactive by-product, concentrated in the thyroid gland. Again, children were the most vulnerable.

Physical diseases and deformities were accompanied by a variety of psychological scars and illnesses. These effects continued for many years in the form of chronic depression, diminished vitality and high levels of anxiety.

The list of problems goes on and on. It has been said that human beings are the "soft targets" in a nuclear war. If this is so, then children are the softest targets of all.

The Hiroshima and Nagasaki bombs were tiny compared to the bombs today. Also, the survivors of those bombs received assistance from the outside world. There would be no such help in the next nuclear war. There would be no outside world! The children instantly vaporized would probably be the lucky ones.

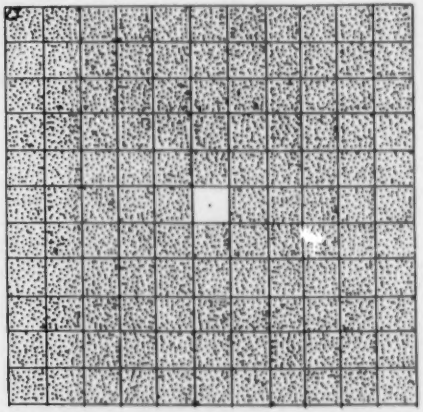


What if...?

hat would happen in a nuclear war today? Let's start by considering the effects of an average-sized nuclear weapon – a one-megaton bomb.

A one-megaton explosion has the explosive yield of 50 Hiroshima bombs exploding all at once, all in one place. Imagine a freight train filled with TNT and stretching a distance of 320 kilometers (km) or over 200 miles. That's the equivalent destructive power of a single one-megaton bomb – without the radiation.

4 TONS OF TNT
FOR EVERY MAN, WOMAN
AND CHILD



The dot in the center square represents all of the firepower exploded in World War II, including Hiroshima and Nagasaki – the equivalent of three megatons of TNT.

The other dots represent the number of World War II equivalents that now exist in the form of nuclear weapons – 18,000 megatons, or the firepower of 6,000 World War II's.

These dots equal the firepower of nearly one million Hiroshima bombs – 4 tons of TNT for every man, woman and child on earth.

Suppose your community is hit with a one-megaton bomb. The initial flash blinds observers up to 50 km (35 miles).

In the explosion that follows, everything and everyone within 200 meters (one-eighth mile) of the center is vaporized or disappears into a crater about 20 stories deep.

Up to 3 km (1.7 miles) from the center, the strongest buildings crumble under intense pressure. Objects and bodies become missiles traveling at high rates of speed. Over 90% of the people in this area die instantly. Others die soon after from burns and radiation.

Further away (5-8 km or 3-5 miles from the center), most people live for a while, only to die later of severe burns, crushing injuries and radiation sickness. Many are deaf, their eardrums punctured from the overpressure.

Vast firestorms burn out of control, sucking oxygen out of basements and bomb shelters. People seeking refuge there are asphyxiated or incinerated.

In the following weeks and months, huge clouds of radioactive particles are carried by prevailing winds to fall upon water supplies, fields, animals and people. Radiation causes intense vomiting and diarrhea, internal bleeding and lowered resistance to infection. Death takes many forms.

This is what we can expect from a single one-megaton bomb.

What about a full-scale nuclear war?

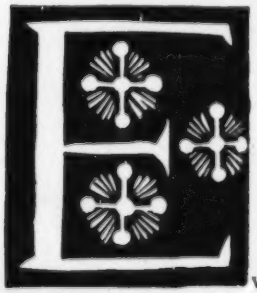
In an all-out nuclear war, thousands of bombs would be exploded on civilian and military targets all over the northern hemisphere. It is almost impossible to comprehend what this would mean for humans. Comparisons to past disasters are totally inadequate.

Again, we must realize that no outside help would be available. Systems of transportation, communication and power would be totally disrupted. Food, water and electricity would be unavailable. Televisions, radios and telephones would be useless.

Survivors would have little or no medical care to ease their suffering. Hospitals, antibiotics, blood banks and narcotics for pain would be destroyed – to say nothing of doctors and nurses, themselves killed or crippled.

Some creatures, however, would thrive. Many insects and disease-carrying pests are resistant to radiation and would flourish in the aftermath of nuclear explosions. Rats would multiply. Plagues would fester and spread, abetted by huge numbers of untended human and animal corpses.

Finally, we must consider the possibility of irreversible damage to nature's fragile systems. For example, the ozone layer in the atmosphere might be so seriously depleted that many animals and plants would die, unprotected from the sun's powerful ultraviolet rays. Birds, bees and other vital links in the food chain could perish, causing the ecosystem to collapse – perhaps forever. If this happened, it is difficult to imagine how human life could continue.



A new form of tyranny

Even if nuclear weapons are never used, the arms race

jeopardizes our health and safety. The enormous military budgets of the world are a "theft of funds" that might otherwise be used to clothe, feed and care for the next generation. The world spends over 600 billion dollars a year on the military – that's more than one million dollars a minute.

As weapons continue to consume an ever larger share of the planet's resources, poor people everywhere suffer the most. Some, in frustration, turn to violence. Thus, the arms race not only threatens future violence, it guarantees violence now.

A less obvious effect of the arms race is psychological. Research confirms what common sense has already told us: the spectre of sudden death from the sky contributes to mental and spiritual illness.

Many children worry constantly about their prospects for growing up. They tend to believe that nuclear weapons are here to stay and that war is inevitable. For these children, the future is hopeless, and adults seem powerless to change the situation. In fact, children often wonder whether the adults are even trying.

We are told that nuclear weapons protect our freedoms and beliefs. Instead, we see these weapons eroding the very ideals they are supposed to defend. They undermine our sense of human dignity. They steal hope from our children.

Nuclear weapons represent a new and terrible form of tyranny. Daily we live as hostages to the stark reality that a single person, or even a computer accident, can destroy everything we know and love.

Twisted words, distorted images

anguage plays a subtle but important role in maintaining the arms race. Nuclear weapons are given appealing names, such as Little Boy, Peacekeeper, Badger and Honest John.

Governments speak of "nuclear shields" and "nuclear umbrellas," as if there were plans to stop in-coming missiles. In fact, no such plans exist.

One government publication, written for children, describes nuclear war as if it were just another social inconvenience. The text then assures us: "Everyone will work together to help the community get back to normal."

The term "terrorism" is used when a bomb is sent through the mail or hostages are held for ransom. Yet when governments threaten to kill millions

of people with nuclear weapons that is not called terrorism...it is called strategy.

Even the term "arms race" is misleading. It implies that the side with the most weapons will be a winner.

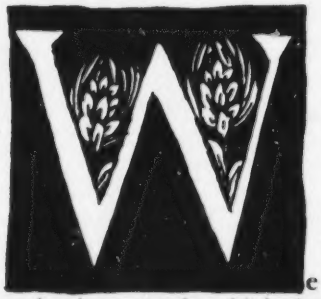
When language is distorted in this way, our perceptions of reality are also distorted. For example, the term "acceptable casualties" leads us to think of a small number, when in fact the term is used to describe the incineration of millions of human beings and perhaps an entire civilization. A so-called limited war in Europe would cause more terrible destruction than any war in human history.

At the head of this parade of misleading images, we find "defense," "security," and "national interest," where there is no defense, diminishing security, and a very serious question about whose interests, if any, are being served.

We must resist such false and twisted thinking and use words, phrases and images that convey the realities of mass destruction. The medical profession can be helpful in this effort. Physicians do not refer to badly burned or irradiated people as "acceptable losses." Medical doctors understand that terms like "winning" or "surviving," and phrases like "getting back to normal" would have little meaning in the conditions of plague and epidemic that would follow any nuclear war.

Awareness of language is vital if we are to avoid being lulled into thinking of nuclear war as an "acceptable risk."

Of all the words that might be used to clarify thought and guide action, we recommend four in particular: WHAT ABOUT THE CHILDREN?



. 2 billion reasons to take action

e are afloat on a vast sea of mass destruction technology – nuclear, biological, chemical and more. Our problems are compounded by political and economic inequalities and by an international atmosphere of fear and distrust.

As we confront the images of what may happen to us and to our children, it's easy to feel overwhelmed, angry and frustrated. And it's tempting to conclude that there is nothing we can do.

There is great danger here. For if we believe there is nothing we can

Sadako Sasaki was a small child when the bomb fell on her home town of Hiroshima. Several years later she developed "radiation sickness" – leukemia.

She was afraid of death, but she never lost hope for the future. She had heard that if she folded one thousand paper cranes, she would live a long life with good fortune. Sadako died after folding 644 cranes, but her friends kept folding. They later built a monument which thousands of people visit every year. Today the paper crane is a symbol of peace for those who vow that the bomb must never be used again.

do, we will do nothing. And if enough people do nothing, nuclear war will be inevitable.

How can we overcome our feelings of helplessness? Again let us turn to the QUESTION as a reminder of our responsibility to the next generation. Children trust us to protect them. We must not betray that trust.

But that is not all. Children offer us something more in return for our caring. Young children, by nature, possess intense hope for the future. We feel it even in the tiny fist of a newborn baby. That hope is a gift for all of us. It is a source of strength and courage that we need as we commit ourselves to action.

What can we do?

People respond in many ways when confronted with the question about the children. Some call for bomb shelters and the stockpiling of pain-killing medication. Others think that mass evacuation can save us. Still others insist that building more bombs is the only way to protect children.

We can respect people who hold differing views. At the same time, we must decide what our own actions will be.

The following suggestions reflect the belief that preventing nuclear war is the best protection for children. You may wish to try some of these ideas, or you may think of alternative strategies.

Above all, let's agree to take steps now, no matter how small. Next week, next year, may be too late.

JOIN WITH OTHERS. There is power in association. Invite friends and acquaintances to a weekly gathering – at a home, church or coffee shop – to explore ideas, to educate one another, to sponsor a public reading of this booklet and to develop strategies for action. Many organizations will provide materials to help citizens at the local level. Write us if you need more information.

WORK WITH THE SCHOOLS. Give copies of this booklet to the principal and to the members of the school board. Encourage them to offer courses dealing

with issues of war, peace and conflict resolution. Older children are already concerned. They will find strength in knowing that millions of adults – especially their own parents and teachers – are taking steps to secure the future.

In our town, several parents asked the principal what plans had been made to care for children in the event of nuclear war. After studying the problem, a committee issued a report that concluded: THERE ARE NO REASONABLE ANSWERS TO THE QUESTION OF HOW TO ENSURE THE HEALTH AND SAFETY OF SCHOOL CHILDREN IN THE EVENT OF A NUCLEAR WAR.

The report emphasizes the need to prevent nuclear war and calls upon the school to help children learn skills and attitudes necessary to resolve conflicts without resorting to violence.

As the report was being prepared, several difficult issues were raised:

- Should pain-killing medications (such as opium and morphine) be stockpiled at the school or in the community?
- If so, who would administer the drugs?
- Should parents sign permission forms indicating that these drugs be given to their children?
- What would happen to children who might be abandoned at the school?

These last items were painful to contemplate, but they forced us to face squarely the logical, if grim, consequences of what could happen. As a result, many of us realized how urgent it is to take action to prevent such a catastrophe. One positive action was the formation of a state-wide group – Parents and Teachers For Social Responsibility. This booklet was created through that organization.

In one town, a group of children prepared their own statement on disarmament. They sent 12,000 copies of the statement to other children, urging them to write to their political leaders. The statement points out: *"Every day the threat of nuclear war becomes greater. Our leaders are making decisions that affect us, as children, more than anyone else. We believe that the only way all the people, all the children, will be safe from a nuclear holocaust is for the United States and the Soviet Union to stop building nuclear bombs and take apart the ones that are already built."* These children have expressed a powerful determination to live as free human beings and not as hostages to the threat of nuclear annihilation.

ENCOURAGE STUDENTS WHO WANT TO BECOME INVOLVED. Some children are writing letters to children in other countries, hoping to foster better understanding among nations. High school and college students can ask teachers and administrators what plans have been made to provide for the health and safety of students in the event of nuclear war. When adults are forced to acknowledge the shortcomings of such plans, they are often moved to take action.

SUPPORT INTERNATIONAL EXCHANGES. Encourage organizations to sponsor exchanges of students, teachers, artists, musicians, health workers and other people. By promoting international understanding, we reduce the tensions that lead to war.

One television network offers a message to viewers warning them not to let their dogs ride in the back of pick-up trucks—the dogs might get hurt if the truck jolts or stops quickly.
Our responsibility is to see that our children can ride safely on this beautiful open earth. Certainly this message deserves as much television time as that which aims at protecting dogs in pick-up trucks!

SPONSOR A RESOLUTION OR A CONFERENCE. Professional people have a responsibility to explore the question we raise. In the health field, for example, there is much concern for preventing child abuse, mental retardation, and disease. Preventing nuclear war is an equally important responsibility.

ASK TOUGH QUESTIONS. Ask your local school, hospital and civil defense agency what plans have been made for your community in the event of war – plans for evacuation, food, shelter and medical care. Your findings may suggest ideas for future action. For example, if civil defense shelter signs are misleading the public, see that such signs are changed or taken down.

USE ALL THE MEDIA. Newspapers, radio, television and the graphic arts can foster a broad base of dialogue and concern for the question about the children. Possible uses of media include writing letters, making posters, conducting interviews and setting up panel discussions.

PRESSURE PEOPLE IN GOVERNMENT. Write letters telling your leaders how you feel about their actions. Vote into office those who pledge to work for the well-being of children everywhere. Vote out of office those who are not committed to this form of justice.

ENCOURAGE RESEARCH ON THE EFFECTS OF NUCLEAR WAR. Every year governments do research on all kinds of problems. Ask that a thorough study be conducted on what would happen at the local elementary school, if, when...

SEND FOR MORE COPIES OF THIS BOOKLET. Give them to friends. Put them in libraries, doctors' offices, hospitals, schools, churches. Send copies to political leaders and to people in the military. Help us make the booklet available to people all over the world.

IF YOUR RESOURCES PERMIT, MAKE A CONTRIBUTION. We need financial support for translating and printing this booklet, and for mailing it to people the world over. Other groups and projects are also in need of funds. Whatever the cost now, it is small when compared to what we could be paying later.

CONSIDER SIGNING THE PLEDGE AT THE END OF THIS BOOKLET. Millions of these pledges will be gathered as an indication of the growing, worldwide commitment to take action on behalf of the next generation.

TELL US YOUR IDEAS. Send us comments, suggestions, reactions and quotations that are pertinent to the issues raised in this booklet.

Many outstanding military leaders have called for a halt and reversal in the nuclear arms race. These leaders understand that such weapons have no place in the military tradition. They believe in protecting non-combatants. They do not support the indiscriminate slaughter of civilian populations.

One of the greatest of all military theorists pointed out that military means must always promote political ends. What, let us ask, are the political ends reflected in weapons which exact their most gruesome toll from children, babies, and infants in the womb?

It is very important to see that soldiers are informed about the nature of these weapons. Let's make copies of this booklet available to all military personnel. We may find to our surprise that good soldiers will be strong allies in this battle for sanity and survival.

WAVE YOUR OWN SMALL FLAG. Find some special way to ask WHAT ABOUT THE CHILDREN? Put the question on a card. Post it on the wall. Wear it on a button. Carry a baby's tiny shirt. Embrace the question when you see children on the playground. Say a prayer. Find some way that works best for you.

JUST ONE ELEMENTARY SCHOOL – RESEARCH PROPOSAL

Research has been conducted to determine what might happen to large cities in a nuclear war. The scenarios are, to put it mildly, grim.

One million, two million, three million people dead or dying – we stagger under the weight of these statistics. How can we grasp the magnitude of such death and suffering? Perhaps we cannot.

We propose a project that the human mind can more easily understand. We ask that an international committee of experts – physicians, physicists, educators and others – research what would happen at just one elementary school during a nuclear war.

We ask for no contrived sensationalism – just the facts about what would take place at the moment of impact, in the immediate aftermath, and during the hours and days to follow.

Consider a school with 200 children, kindergarten through grade six, located ten miles from ground zero of a 5-megaton blast, noontime on a clear day. Along with the numbers and graphs, this study should present a picture of real people – children and adults with names, faces, hearts that pump blood, and heads filled with dreams and fears.

When the research is completed, have a team of film-makers create a video-documentary of the findings. Then take this scenario into the halls of government, into churches, universities and homes the world over.

A limited, clearly-defined study of this kind could have a powerful impact. Why not give it a try? What do we have to lose? (Indeed, that might be a good title for the project!)

And what of the future?

Each of us must decide how to respond to the question about the children. Whatever the choice, there are risks. But we can be sure of one thing. Children learn more from what we do than from what we say. Talk of peace and justice means little unless there is action to follow.

The great tragedies of human history seldom result from overt evil actions. Such tragedies come about when millions of people fail to get involved. Let us not forget what happened in World War II when well-meaning persons stood by while millions of their neighbors were led away. Evil feeds upon non-action.

It is the grand drama of our time that civilization can be halted in its tracks by the actions of a few careless human beings, or even by some computer accident. But it is a far grander drama that we, the people, are now called upon to play – to create the foundations of a new order.

We face an enormous challenge. But we are also entrusted with a source of strength greater than any destructive technology. There is no need for loud drums or shrill bugles. No banner stained with hate. Just the small flag. The memory of that tiny fist. The gift of life itself.

If we succeed – and we must – our grandchildren will one day tell their grandchildren the story of the small flags, and of those who stood up to wave them.

17

SOURCES

Information in this booklet is supported by many sources, five of which are noted below. A complete set of references will be provided upon request.

Hiroshima and Nagasaki: The Physical, Medical, and Social Effects of the Atomic Bombings. Written by "The Committee for the Compilation of Materials on Damage Caused by the Atomic Bombs in Hiroshima and Nagasaki." Translated by Eisei Ishikawa and David L. Swain (1981). This is a major source of factual information on the actual effects of the atomic bombings on human populations.

Nuclear Weapons: Report of the Secretary-General of the United Nations. Written by an international team of experts, this is the report of the Secretary-General as presented to the General Assembly in the fall of 1980. Unfortunately, as the text points out, "it must be noted, with regret and concern, that the nuclear-weapon States, and in particular the two super-Powers, withheld their participation" in the work that resulted in this document. Still, this is a valuable source of vital information.

Last Aid: The Medical Dimensions of Nuclear War. Edited by Eric Chivian, Susanna Chivian, Robert Jay Lifton and John Mack, **Last Aid** is a collection of articles written by physicians and physicists. The book itself is an example of how people from "adversary" nations can work together for mutual aid and survival. "It is a direct result of the First Congress of International Physicians for the prevention of Nuclear War, a meeting in which 72 physicians from 12 countries, including the United States, the Soviet Union, the United Kingdom, Canada, Western Europe, and Japan, put aside their ideological differences to work together to prevent the world's most serious threat to human health and life—nuclear war."

World Military and Social Expenditures, 1982. By Ruth Leger Sivard. A respected source of information documenting major trends in military spending, and comparing those trends with what is spent to meet the world's mounting social needs.

Unforgettable Fire: Pictures Drawn by Atomic Bomb Survivors. Often we are told "but you must listen to the experts." **Unforgettable Fire** is a collection of primary source materials—artwork and commentary—by women, men and children who lived through the atomic bombings. These survivors, of course, are the true experts on what life and death were like at the time of the bombings and in the aftermath. Edited by the Japanese Broadcasting Corporation (NHK), the book should be seen by every adult human being.

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WHAT'S YOUR NUCLEAR I.Q.?

1. The temperature at the center of a nuclear explosion is: (a) the same as conventional explosives; (b) half that of the sun's surface; (c) equal to that on the sun's surface; (d) many times hotter than on the surface of the sun.

2. Which of the following are characteristics of radiation?: (a) invisible, odorless and tasteless; (b) no taste, no smell, produces a faint burning sensation to the skin (c) acid taste and smell; (d) a fine dust or haze, but no taste or smell.

3. The animal most resistant to the dangerous effects of radiation: (a) cows; (b) cockroaches; (c) human beings; (d) pigs.

4. The animal most vulnerable to the effects of radiation: (a) human beings; (b) armidillos; (c) mice; (d) cockroaches.

5. Which of these human populations is most likely to suffer cell damage and cancer following a nuclear attack?: (a) babies; (b) the elderly; (c) middle age men and women; (d) adolescents.

6. One of these radioactive by-products of a nuclear explosion has been called a "bone seeker" because it chemically resembles calcium, and it gets into human bone tissue where it causes leukemia and bone tumors: (a) iodine-131; (b) cesium-137; (c) potassium-40; (d) strontium-90.

7. Today's technology makes it possible to explode a nuclear weapon which, in a tiny fraction of a second, releases more energy than: (a) World War I; (b) World War I and World War II; (c) all of the wars in the 20th century; (d) all the wars in human history.

8. Present stockpiles of nuclear weapons are equivalent in explosive power to: (a) 6 World War II's; (b) 60 World War II's; (c) 600 World War II's; (d) 6,000 World War II's.

9. The name given to the bomb that was dropped on Hiroshima: (a) Little Boy; (b) Tall Man; (c) Bambi; (d) Honest John.

10. Major nuclear powers have developed extensive plans to provide for the health and safety of top political and military leaders in the event of nuclear war. Compared to such plans, what is the level of planning to provide for children at the local elementary school? (a) no plans; (b) minimum preparedness; (c) adequate preparedness; (d) equal to, or better than, the plans for the top officials.

ANSWERS: 1. "(d)" 2. "(a)" 3. "(b)" 4. "(a)" 5. "(a)" 6. "(d)" 7. "(d)" 8. "(d)" 9. "(a)" **10. We have no answer to this question.**